

VERMONT TASK FORCE ON TEACHER / LEADER EFFECTIVENESS

September 29, 2011

The Pavilion, 4th Floor Conference Room, Montpelier

MINUTES

MEMBERS PRESENT: Marta Cambra, Martha Allen, Sherry Gile, Armando Vilaseca, Don Tinney, Mary Beth McNulty, Carol Duley, Karin Edwards, Ellen Baker, Ken Page, Ernie Broadwater, Mary Moran, Herb Perez, Meg Powden, Ken Remsen, Bob Rosane, Ronald Ryan, Nicole Saginor, Gail Taylor, Evelyn Howard, Jay Nichols, Donna Waelter.

Twelve Visitors from Kosovo, Jeff Fannon

Marta Cambra welcomed the members of the Task Force, Nicole Saginor and twelve Kosovo visitors. M. Cambra began the meeting with an overview of the meeting's agenda.

Members were asked to review the minutes from the June 20, 2011 meeting.

J. Nichols moved to approve the minutes of June 20, 2011 as presented. E. Howard seconded. **Motion passed.**

The Task Force met in small groups to reflect on Commissioner Vilaseca's Presentation on June 20, 2011.

- How does the information the Commissioner shared at the June meeting impact this Task Force's next steps?

Small group report outs:

Group 1 – Jay Nichols

- Tying student results to teacher evaluation
- Performance Learning as a priority
- No money to achieve outcome – become creative
- Construct Approach – with set of principles and then systems developed by districts
- Meaningful for the state and our students – not just to satisfy Federal Government
- Must include leadership piece – Principals, coaches etc

Group 2 – Bob Rosane

- Missed opportunities – tie this to teacher licensure and relicensure – perpetuates silos – antithetical
- Where we want to go?
- Reliable measures of learning are difficult to come by
- Can't measure teaching – should measure learning
- Plan for a system into the future rather than working within the current construct
- Continue on this path as an opportunity

Group 3 – Ellen Baker

- Look at constructs and general principles rather than seeking or taking a current model
- Professional Learning Communities great way for teachers to get together to discuss systems, learning and less silo discussions
- Offer educators and administrators chance to work together – be creative with time
- Don't just pick a system but to deconstruct and build from there
- Where is the notion of being part of ETS and what happened? Some folks are excited about it. Marta responded that it is not gone away, but is on hold for now.
- Using time, energy creativity to reach the same goal

Sherry Gile summarized small group discussions as still optimistic in moving forward. We should move away from models to processes that align with the ESEA Flexibility document.

Commissioner Vilaseca reported to the Task Force that Secretary of Education Duncan was looking for progressive states to provide guidance in developing a waiver application from NCLB including a growth model. Vermont submitted a document that included assessment in grades 3 & 7 using multiple measures. The USDOE is looking for assessment in grades 3 through 8 and grade 11 allowing for multiple measures.

The Commissioner said that implementation of the use of multiple measures is a nightmare. A NECAP type of test, classroom assessments and others could be included. Classroom assessment is difficult because of the lack of consistency among all the schools in Vermont. The VTDOE is looking to Superintendents for guidance in the components of each course in their schools.

Secretary Duncan is using the ESEA Flexibility document in developing waiver provisions. The HQT requirement is included in the Flexibility document. Commissioner Vilaseca feels providing incentives to help those who need/should exit the field be included.

The Commissioner responded to the question concerning guidelines about districts that are moving forward with student learning evaluation systems. He feels that there will be enough flexibility to allow those districts to continue moving forward.

Kathleen Skinner, Director, Center for Education Policy & Practice, Massachusetts Teachers Association, gave a PowerPoint presentation showing the importance of having standards of professional practice as well as induction. The presentation explained the Massachusetts Regulation development and components.

The process used to develop the policy was outlined. Ms Skinner addressed questions from the group.

- How does the regulation address shortage areas and waivers? Teachers on waivers are treated as new teachers (Developing Educator Plan and Mentoring/Induction regulations).
- What about student learning being the central focus? Student learning should be the central focus, but is difficult to put that into the regulations.
- What is the relationship between licensure/relicensure and evaluation? This relationship was not included in the regulations. Licensure is covered by the State Board and evaluation is district owned. Regulation does not speak to it, but contract language might address the relationship.
- Does evaluation of new educators relate back to the teacher preparation programs? They should be connected/linked to student outcomes. There are 100 teacher preparation programs and the link is not found in the regulations.



A discussion of the agenda for the next meeting of the Task Force indicated that a review of the Purpose and Expected Outcome of Task Force and the Development of a new Purpose and Outcome, if needed should be included. If a waiver from the NCLB regulations is sought, then the urgency for an evaluation system is lessened. The waiver application requires only a plan with elements.

The next meeting will be held on October 27, 2011 from 1:00 – 4:00 p.m. at Vermont College, Noble Hall.

Minutes recorded and prepared by Jeff Isham